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ABSTRACT

This elective world studies course for 10th, 11th, and 12th grade students examines the problems and dilemmas of non-Western countries that are trying to preserve their own culture and national pride and yet attain the economic wealth of the West as represented by Europe and the United States. It deals with selected non-Western societies (the Republic of South Africa, Brazil, India, and China) in which inter-action between traditional cultures and Western cultures was followed by change and the subsequent development of new societies. It is hoped that the student will consider the ways in which political science, economics, sociology, and anthropology are reflected in the problems of tradition and change. A list of recommended textual materials, films, and filmstrips is included in the guide, as well as a brief course outline and course goals. (Author/OPH)

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Social Studies - Language Arts

TRADITION & CHANGE IN NON-WESTERN CULTURES
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DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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Dade County Public Schools
Miami, Florida
1972

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INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into a broad goals section, a content outline, and a materials section. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources.

This course of study deviates from the format which was adopted by the Social Studies Quinmester Advisory Council and is used in most other courses of study. The reason for this departure is because Holt, Rinehart and Winston has produced a project containing objectives and learning activities which would more than adequately support this nine-week unit. The project referred to is Tradition and Change in Four Societies. This is a portion of the Carnegie-Mellon University social studies curriculum, which is state adopted.

Anyone having recommendations relating to this publication is urged to write them down and send to: Social Studies Office, Room 306, Lindsey Hopkins, A-1.

Note: Use of the Tradition and Change in Four Societies kit, test booklets, and text of student readings would be integral to offering and teaching this course.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: AN EXAMINATION OF THE PROBLEMS AND DILEMMA OF NON-WESTERN COUNTRIES, TRYING TO PRESERVE THEIR OWN CULTURE AND NATIONAL PRIDE AND YET ATTAIN THE ECONOMIC WEALTH OF THE WEST AS REPRESENTED BY EUROPE AND THE UNITED STATES.

COURSE CLUSTER: WORLD STUDIES

GRADE LEVEL: 10-12

COURSE STATUS: ELECTIVE

INDICATORS OF SUCCESS: NONE

RATIONALE: THE MODERN WORLD IS IN A CONSTANT STATE OF CHANGE. THIS COURSE DEALS WITH SELECTED NON-WESTERN SOCIETIES IN WHICH INTERACTION BETWEEN TRADITIONAL CULTURES AND WESTERN CULTURES WAS FOLLOWED BY CHANGE AND THE SUBSEQUENT DEVELOPMENT OF NEW SOCIETIES. IT IS HOPED THAT THE STUDENT WILL CONSIDER THE WAYS IN WHICH POLITICAL SCIENCE, ECONOMICS, SOCIOLOGY, AND ANTHROPOLOGY ARE REFLECTED IN THE PROBLEMS OF TRADITION AND CHANGE.

COURSE GOALS

1. THE STUDENTS WILL EXAMINE THE TRADITIONAL CULTURE OF SEVERAL SOCIETIES.

2. THE STUDENTS WILL ANALYZE THE IMPACT THAT WESTERN IDEAS AND TECHNOLOGY HAVE HAD UPON THE SELECTED SOCIETIES.

3. THE STUDENTS WILL EXAMINE HOW TRADITIONAL WAYS OF LIVING AND WORKING BEGAN TO CHANGE, AND ANALYZE THE FORMATION OF NEW SOCIETIES.

4. THE STUDENTS WILL FORMULATE HYPOTHESES ABOUT THE FUTURE OF THESE NEW SOCIETIES.

CONTENT OUTLINE

I. THE REPUBLIC OF SOUTH AFRICA

- A. Race Relations
- B. Development of Society
- C. Contemporary South Africa

II. BRAZIL

- A. Race Relations
- B. Interracial Contact
- C. Race Relations in Modern Brazil

III. INDIA

- A. Economic Development
- B. Traditional Society
- C. Development of Modern Society

IV. CHINA

- A. Totalitarian Government
- B. Traditional Society
- C. The Communists

Note: Due to the extensive amount of content in Holt's Tradition and Change in Four Societies it is recommended that the teacher be highly selective of the material chosen. Or, specific societies should be deleted from study.

MATERIALS

I. Recommended basic textual material

Ford, Richard B. and Judd, Barbara. Tradition and Change in Four Societies: An Inquiry Approach. New York: Holt, Rinehart and Winston, Inc., 1968. (State adopted)

Also printed in four paperback books entitled:

Race Relations in Brazil
Race Relations in South Africa
Economic Growth in India
Totalitarianism in China

II. Alternate student and class materials

A. Textual

Note: See pages XVI-XIX in Teacher's Guide for Tradition and Change in Four Societies.

Allen, D. Ian and Birch, Daniel R. Gandhi. San Francisco: Field Educational Publications, 1969.

Birch, Daniel R. Life in Communist China. San Francisco: Field Educational Publications, 1969.

Civic Education Services, eds. India: World's Biggest Democracy. Washington: Civic Education Service, 1967.

Curtin, Philip D. and Petrovich, Michael B. India and Southeast Asia. Morristown, New Jersey: Silver Burdett Co., 1970.

Fersh, Seymour H. The Story of India. Cincinnati: McCormick-Mathers Publishing Co., 1970.

Greenblatt, Miriam and Chu, Don-chean. The Story of China. Cincinnati: McCormick-Mathers Publishing Co., 1968.

Harrison, John A. China Since 1800. New York: Harcourt, Brace and World, Inc., 1967.
Hudson, James A. Latin America. New York: Scholastic Book Services, 1972.
Isenberg, Irwin. The Indian Subcontinent. New York: Scholastic Book Services, 1972.
Jones, Philip E. and Nelson, Beverly. China and India. New York: Harcourt, Brace, Jovanovich, Inc., 1970.
Kublin, Hyman. China. Boston: Houghton Mifflin Co., 1968.
_____. China: Selected Readings. Boston: Houghton Mifflin Co., 1968.
_____. India. Boston: Houghton Mifflin Co., 1968.
_____. India: Selected Readings. Boston: Houghton Mifflin Co., 1968.
McLane, John R. India: A Culture Area in Perspective. Boston: Allyn and Bacon, 1970.
Rich, Evelyn J. and Wallerstein, Immanuel. Africa: Tradition and Change. New York: Random House, 1972.
Safford, Frank. Latin America: A Culture Area in Perspective. Boston: Allyn and Bacon, 1970.
Sheridan, James E. China: A Culture Area in Perspective. Boston: Allyn and Bacon, 1970.
Tudisco, A. Jeff. Class and Caste in Village India. San Francisco: Field Educational Publications, 1969.
Weitzman, David L. China and the United States. San Francisco: Field Educational Publications, 1969.
_____. East Meets West. San Francisco: Field Educational Publications, 1969.
_____. Mao Tse-tung and the Chinese Revolution. San Francisco: Field Educational Publications, 1969.

B. Audio-Visual

1. Films

Amazon: Life Along the River in Brazil 1-12319
Amazon: People and Resources of Northern Brazil 1-12900
Assignment: India, Part 1 1-31069
Assignment: India, Part 2 1-31071

Brazil 1-12326
Brazil (People of the Highlands) 1-12321
Brazil: The Rude Awakening, Part 1 1-31151
Brazil: The Rude Awakening, Part 2 1-31153
Brazil: The Vanishing Negro 1-31896
China: The Land and the People 1-11999
India's History: British Colonies to Independence 1-05210
South Africa 1-12151
China: The Awakening Giant 1-13129
China: The Old and the New 1-13103
China: The Social Revolution 1-13047
Communist China 1-31534
Inside Red China, Part 1 1-31527
Inside Red China, Part 2 1-31529
Mao Tse-tung 1-31554

2. Filmstrips

China In Crisis: Confrontation or Coexistence, 2 parts. Sound, Guidance Associates
New Coffee Lands in Brazil. EBEC.
Middle East and India, 6 parts. EBEC.
China: Twenty Years of Revolution, 5 parts. EBEC.
The Bantu in South Africa. EBEC.

3. Multi-media

Tradition and Change in Four Societies Audio-Visual Component Kit, which contains 24 transparencies, 10 filmstrips, and 16 class handouts.